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ABSTRACT

Discussions about whether to implement associate degrees in British Columbia (Canada) date back to the mid-1970's, with the debate focusing on transfer arrangements and the viability of community college diplomas. One of the first acts of the British Columbia Council on Admissions and Transfer, created in 1988, was the recommendation to create an associate degree. As a first step, the Council sponsored a provincial workshop on the purpose, benefits, and problems of establishing an associate degree. Subsequently, the Council created a Provincial Task Force to recommend a two-year curriculum leading to an associate "credential," thereby side-stepping the most controversial part of the Council's original proposal--the term "degree." In evaluating various approaches, the Task Force agreed on three general criteria: academic standards, simplicity, and transfer, with transfer being the most difficult to achieve. General degree requirements were established as 60 semester credits of first- and second-year courses, a minimum of "C" required in each course counting toward the degree, and 30 semester credits completed at the degree-granting institution. Specific requirements were also developed for associate in arts and associate in science degrees. The recommendations were circulated across the province and gained support from the Council and the government. In July 1992, the legislation was passed that currently enables the colleges to offer associate degrees. The availability of the degrees has implications for promotion, college planning, university entrance requirements, grade point average requirements, and the number of degree-granting institutions. Future considerations include the need to create associate degrees for university programs, the possibility of creating an associate of general studies degree, and the desirability of extending the degree concept to career programs. (AC)

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THE ASSOCIATE OF ARTS AND SCIENCE DEGREE

A NEW OPPORTUNITY

The Association of Community Colleges
Edmonton, Alberta
June 8, 1993

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THE ASSOCIATE OF ARTS AND SCIENCE DEGREE - A NEW OPPORTUNITY

The Association of Community Colleges
Edmonton, Alberta
June 8, 1993

OVERHEAD 1: Colour overhead of Associate degree in Arts

This session is The Associate of Arts and Science Degree - A New Opportunity. This is the time to escape if you are in the wrong room or you have changed your mind.

My name is Frank Gelin and I am Vice-President of Academic Studies in North Vancouver, B.C. I have worked in the B.C. College system since 1969 when I was first hired to set up the Psychology Department at a brand new community college In Prince George, B.C., the College of New Caledonia. In 1975, I became Dean of Academic Studies there, and then in 1979, I went to Capilano College as Dean of Academic Studies. A couple of years ago the College changed my title to that of Vice-President, Academic Studies.

What is an Associate degree? How is it different from a diploma? What's its purpose? Perhaps the best way to begin to answer these questions is to briefly review the history of the Associate degree.

It was first implemented at the turn of this century at one of the United State's most prestigious schools at that time, the University of Chicago. Its then President, William Rainey Harper, felt that if students had completed the first two years of rigorous study leading to a baccalaureate degree, they ought to receive formal recognition of their accomplishment and should they choose not to continue their studies, they would still be a successful graduate rather than a University dropout. So it was in the year 1900 that the University of Chicago began awarding Associate degrees in Arts, Literature, and Science to all students who successfully completed two years of full time studies.

OVERHEAD 2: ten advantages listed in point form

It is my contention that the rationale to create an Associate degree 93 years ago is as applicable today as it was then at the University of Chicago. When I was arguing for the implementation of the Associate degree in British Columbia several years ago, I identified what I thought were ten advantages. They were as follows:

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ADVANTAGES OF ASSOCIATE DEGREES

1. *a meaningful and credible credential*
2. *an incentive for students*
3. *creates graduates--not drop outs*
4. *a "degree" has connotative value*
5. *has increased general academic requirements*
6. *improves credibility and stature of community colleges*
7. *helps to solve some enrolment management problems*
8. *enhances performance after transfer*
9. *suitable for implementation in the universities*
10. *no significant costs to implement*

1. First and foremost, it could be a credential that would be recognized as meaningful and credible to students, employers, and our society in general.

2. Second, the availability of the Associate degree could serve as an incentive for students to complete two full years of post-secondary study whether or not they continue their studies or seek employment after graduation.

3. Third, students who obtained the Associate degree, but who did not complete a baccalaureate degree, would be perceived as a graduate rather than as they are today, a drop out.

4. Fourth, it is difficult in the academic milieu to market the value of a two year academic diploma as compared to a two year Associate degree. The offering of a credential called a "degree," rather than a "diploma," would be more attractive to students simply because of the connotation of the word "degree."

5. Fifth, the creation of a new provincially regulated degree would create the opportunity to carefully construct some significant general academic requirements that could improve the overall quality of a student's educational experience by ensuring that all Associate degree graduates would have a well rounded liberal arts and science education. The breadth of knowledge and analytical thinking skills of the graduates would enhance the likelihood of success should they continue their studies as well as enhance their opportunities for immediate or future employment.

6. Sixth, the Community Colleges' open door policy has been interpreted by some to be synonymous with low standards. The awarding of the Associate degree with clearly delineated academic requirements would become the benchmark certifying a student's suitability and capability for further studies or employment. Consequently, the high standards of the Associate degree should, in general terms, enhance the credibility and stature of the community colleges.

7. Seventh, by having a meaningful incentive to complete two years of study at a community College, it could enable the smaller colleges to attract sufficient numbers to justify a more comprehensive and cost effective second year set of offerings than would otherwise be possible. Likewise, increasing second year enrolments at the Colleges would help alleviate severe enrolment pressures at this level at the universities.

8. Eighth, several studies in the United States have found that students with Associate degrees who transfer to four

year institutions perform as well as direct entry students and both of these groups of students perform better than transfer students who did not complete an Associate degree.

9. Ninth, the Associate degree has as much applicability in the Universities as in the College and therefore could be made available to students regardless of where they commenced their studies. You might be interested to know that over 50,000 such degrees are awarded annually by four year colleges and Universities in the U.S.

10. Tenth, there are virtually no significant costs associated with implementing the Associate degree option for students.

What were the steps that led up to the implementation of the Associate degree in British Columbia? To the best of my knowledge, discussions date back to the mid 1970s where the issue surfaced informally from time to time at annual meetings of the instructional Deans and Directors. The discussions revolved around current transfer arrangements with the universities as well as with the viability of the College diploma. It had been observed that very few students who were enrolled in academic university transfer courses were opting to receive a college diploma and that many of these students were transferring to university after one year or less of study at the community college. In 1986, I was asked to make a presentation discussing the merits of Associate degrees at a conference organized by British Columbia Association of Colleges, a Provincial organization comprised of College Board members. The idea of having an Associate degree was received positively but cautiously. Shortly after that conference, myself and a colleague set up an appointment with the Deputy Minister of Advanced Education to discuss his perspective on whether or not the Ministry would support an initiative for legislative change enabling the Colleges to in effect become degree granting institutions but only in so far as the degree would be the Associate degree. Incidentally, the Deputy Minister's name was John Dewey, so it was natural to assume he would immediately understand and support the value of this progressive educational reform. However, he was on secondment from being a Dean at the University of Victoria, so it was not entirely surprising that, although he indicated his personal support for the idea, he said that he did not think the Minister would support the Associate degree if there was not support from each of the three University Senates: UBC, SFU, and UVIC. I advised him that such a condition was almost tantamount to killing the initiative as I was reasonably certain that the universities would not support the Community Colleges offering anything called a "degree" no matter what it's purpose was. At that point I made a personal decision that I could not commit the time organizing a comprehensive lobbying effort with the

universities. So the issue was left on the back burner with no one really taking up the challenge to pursue it.

About a year and a half later in 1988, unrelated to the Associate degree matter, our Social Credit government established a Provincial committee to study the current state of participation rates and student accessibility to the various forms of advanced education and job training. The committee, now being referred to as the Access Committee, was struck largely in response to a growing public outcry regarding the shortage of available seats in the colleges and universities. Pictures in the local newspapers and on television of extremely long lineups at registration during September and interviews with students who could not get any courses were becoming politically embarrassing for the Social Credit government. In May of 1988, I received a phone call from the Chair of the Provincial Committee, Dr. Les Bullen, inquiring if I would be prepared to appear before the Access Committee to discuss what this Associate degree business was all about. He had heard reference to it at some of the regional meetings that had been held. I agreed to do so but in the meantime I sent him a couple of articles about the Associate degree from American college journals as well as my views on its applicability in B.C. I later received a call saying that my meeting had been cancelled but thanking me for the materials that I had sent the committee. That was the end of it--- or so I thought. The Access Committee's report was published that September of 1988. The report for the most part recommended a number of very significant initiatives to improve access with detailed reasons given to support each recommendation. Tucked in one line on page 23 of the 30 page document in a section entitled "Additional Concerns" was a recommendation that read "it is recommended that legislation be changed to allow colleges to grant Associate degrees." Unlike the rest of the report, in this instance, no rationale or explanation for this recommendation was provided. It certainly was a surprise to me.

During the next year, various recommendations from the Access Committee report were implemented, one being the establishment of the B.C. Council on Admissions and Transfer which was modeled after a similar council in Alberta. Once established, one of the first tasks the Council chose to pursue was the recommendation to create an Associate degree. (As it turned out, the person who personally persuaded Dr. Bullen to make the recommendation in the Access Report was a former Assistant Deputy Minister and the same person who became the Executive Director of the BCCAT and hence it becomes understandable that the Associate Degree became a priority item for the Council to pursue). As a first step, the Council decided to sponsor a provincial workshop to discuss the purpose, benefits, and problems with establishing an Associate of Arts degree. The workshop was

4a

GUIDING PRINCIPLES

TASK FORCE DELIBERATIONS

GENERAL REQUIREMENTS

- *Standards*
- *Simplicity*
- *Transfer*

SPECIFIC REQUIREMENTS

- *Breadth balanced with depth*

GENERAL REQUIREMENTS

ASSOCIATE DEGREES

General and specific requirements must be met. An institution may set higher standards or additional requirements over and above the specified general and specific requirements.

1. Sixty semester credits of first- and second- year courses.
2. A minimum of "C" shall be required for each course counting towards the degree.
3. Thirty semester credits completed at the institution granting the credential.

DEFINITIONS

ASSOCIATE DEGREES

1. A first-year course is defined as a course which has assigned or unassigned transfer credit at the 100-level at UBC or SFU or UVIC.

2. A second-year course is defined as a course which has assigned or unassigned transfer credit at the 200-level or higher at UBC or SFU or UVIC.

3. An Arts course is defined to be any first- or second-year course in a subject area (excluding Mathematics and Laboratory-based Science courses) for which there is a Baccalaureate of Arts degree at UBC or SFU or UVIC. The determination of which specific Arts courses satisfy the Humanities (including Creative and Performing Arts) and Social Science requirements will be the responsibility of the institution granting the credential.

4. A Science course is defined to be any first- or second-year course in a subject area for which there is a Baccalaureate of Science degree or Baccalaureate of Applied Science degree at UBC or SFU or UVIC.

4d

SPECIFIC REQUIREMENTS

ASSOCIATE IN ARTS DEGREE

1. 6 semester credits in first-year English; and

2. 18 semester credits in first-year Arts other than English, of which 6 credits shall be in the Social Sciences, and 6 credits in Humanities including the Creative and Performing Arts. No more than 6 credits shall be in any one subject area; and

3. 18 semester credits of second-year Arts in two or more subject areas; and

4. 9 semester credits in Science, which must include 3 semester credits in Mathematics or Statistics or Computing Science, and 3 semester credits in a Laboratory Science; and

5. 9 semester credits of first- or second- year courses.

4e

SPECIFIC REQUIREMENTS

ASSOCIATE IN SCIENCE DEGREE

1. 6 semester credits in Calculus; and
2. 18 semester credits in first-year Science, of which no more than 6 credits shall be in any one subject area; and
3. 18 semester credits in second-year Science in two or more subject areas; and
4. 6 semester credits in first-year English; and
5. 6 semester credits in Arts other than English; and
6. 6 semester credits of first- or second-year courses.

attended by 130 delegates, largely from the Colleges but also with representatives from each of the Provincial universities. To no one's surprise, their was considerable diversity of opinion on the notion of having an Associate degree. However, there was considerable support for creating a new provincial credential but the proposal to call it a degree of some kind, was strongly opposed by representatives from the universities.

In the face of the results from that workshop, the B.C. Council on Admissions and Transfer made a very clever strategic move and I will give credit to that idea to the Executive Director of the Council. The Council decided to create a Provincial Task Force whose purpose was to recommend to the Council a two-year curriculum leading to an Associate credential (not an Associate degree) in the academic university-transfer program area for the B.C. provincial college system. The Task Force was not asked to recommend a title for the credential; in other words, it was not to deal with the most controversial element of the proposal- calling it a degree. The title of the credential was simply set aside. The Council first made the decision to have two co-chairs of this task force, one from the Colleges and one from the Universities and to select the Chairs itself. I was named co-chair along with Bob Brown who at that time was Dean of Arts and Simon Fraser University. The Council then appointed at its discretion nine representatives to the Provincial Task Force: three were Deans from the universities, and six others were instructors and administrators from the Colleges. The Task Force engaged in a fairly elaborate set of consultative procedures with various interest groups from June through the following January of 1991. I will not elaborate on that process; it could be the subject of another presentation. I will simple say that we attempted to reach consensus on the requirements. Both of the co-chairs were very task oriented people, and we were able to get agreement that consensus meant getting a significant majority, say six or seven of the nine members agreeing on any particular point. After all, this was not Meech Lake. Generally speaking, we had unanimity on the easy issues but had one or two members disagreeing on several substantial issues, but rarely the same two members on any particular point.

Now I will skip down to our recommendations that were presented on time to the Council in February of 1991.

OVERHEAD 3: GUIDING PRINCIPLES

In evaluating various alternative approaches in setting curricular requirements for the degree, we agreed on three general criteria:

-- Standards: We wanted to develop an academically sound and publicly credible credential which would be an achievable goal for students and a benchmark of academic success in the eyes of the general public and potential employers.

-- Simplicity: We wanted to establish a common set of requirements which could be readily understood by students, advisers, and faculty, and which would provide for relative ease of transfer within the system.

-- Transfer: We wanted to establish requirements which would not disadvantage students who chose to transfer to another college or to a university baccalaureate program.

In setting the specific requirements, we used as a guiding principle that students should be required to take a breadth of course offerings, balanced with sufficient depth in specific disciplines to provide a solid foundation for further study. We rejected the liberal smorgasbord approach where students would have complete freedom to choose their mix of courses.

Of the three criteria that we established for ourselves, which of the three do you think was the most difficult to achieve? It was transfer. In B.C. we had three large public universities plus the Open University. The three major universities have always seen themselves as autonomous from each other and have not attempted to coordinate their course requirements. Hence, community colleges have always struggled to offer an array of courses which would enable students to be able to transfer to any one of the three universities. This has not always been possible so students would be forced to choose courses that would meet the requirements of one university and then attempt to transfer only to that university. If they changed their mind or could not get admitted to their university of choice, additional courses would be required. So in setting course requirements, we had to ensure that we did not disadvantage students by encouraging them to complete an Associate degree but preventing them from meeting the requirements for the first two years of study for a particular major at any one of the universities. As we attempted to set the requirements, we had them tested out at each of the three universities to see the effect on various majors. The most difficult task was meeting the diverse requirements of various science disciplines at UBC. One or two departments had as the only Arts requirement, six credits of first year English. There really was no room for other elective courses. This was so appalling to the committee members that we simply concluded that the Associate Degree could not accommodate students who wished to major in such disciplines. In fact, one of our committee members who was an Associate Dean of Science from one of the

universities suggested that the new requirements for the Associate degree might help him motivate changes to the university curriculum.

A second problem was to define a set of requirements that could be matched by the diverse numbering system set independently by each of the 11 community colleges in the Province. So what did we recommend?

DISPLAY OVERHEAD 4.: general requirements

comment on:
- higher requirements
- 30 semester credits for residency requirement
- a minimum grade of C
- we had to define what is meant by a first year course and a second year course
- one of these requirements was not acceptable to the Council? Want to guess which one? The Council said that it did not support the 30 credit residency requirement as a Provincial requirement but that individual Colleges could, of course, add this requirement as a higher standard. Almost all of the colleges, I believe, have done just that.
- because we had agreed to require a certain number of courses in Arts as well as in Sciences, we needed to define what operationally that meant

DISPLAY OVERHEAD 5: definitions

- review definitions of first and second year courses
- Arts course at UBC. We decided that a student in Science should not be able to meet the Arts requirements by taking a Math course (as there is a BA in Math) or take a lab course in physiological psychology as this too is an Arts discipline

DISPLAY OVERHEAD 6 & 7: specific requirements for an arts credential; science credential

- (display one at a time and speak to it)
- note the depth and breadth requirement in first and second year
- requirement #4 received very little opposition when it was circulated as a draft proposal, much to our surprise.
- note that requirement # 5 does not refer to either Arts or Science courses. This enabled students to take courses that did not meet our definition of Arts or Science courses such as a course in Physical Education, Engineering, Commerce, or other courses connected with degrees outside of the university faculties of Arts or Science.
- the calculus requirement was felt to be a bit harsh for students pursuing the biological sciences, geography, etc. There was diversity of opinion from the Math instructors in the system.

- the remaining requirements were driven by our analysis of lower division requirements for the various major requirements. Initially we had proposed in requirement #5 that their be 12 credits in Arts in addition to and other than in English. However, too many university departments had requirements that precluded this as a realistic requirement. We got around it by #6 which permitted but did not require students to take additional arts or other non-science courses if they so wished.

These requirements were circulated across the Province as a draft and although there were several suggestions for change by particular institutions, no particular change was recommended by more than one or perhaps two institutions. In essence, we had as much consensus as we were going to get which in fact was quite a lot.

Our recommendations were forwarded to the B.C. Council on Admissions and Transfer slightly ahead of schedule in the middle of February of 1991. Shortly thereafter, the Council accepted all but one of them as I mentioned earlier. In essence, the one remaining big question remained; namely, the title of the credential. (one could say "to degree or not to degree, that is the question") This decision really rested with the government of the day to decide but it was the recommendation of the majority of Council members to name the two credentials an Associate of Arts degree and an Associate of Science degree.

We had worked hard to garner the support of the Deputy Minister of Advanced Education during the entire process. Fortunately, we also had the support of the current Minister of Advanced Education. It was good fortune that he happened to be a former student of mine when I first started teaching at the College of New Caledonia and a keen supporter of the community college system. We knew each other well and I had the opportunity to bend his ear on the importance of this matter to the Colleges. If these were fortunate circumstances, there was a cloud on the horizon. An election was called in the Fall of 1991 and we faced the likely prospect of a new government, which might be cautious about implementing something so new and potentially controversial. However, we had another element of good fortune. By chance, one of our members of our Provincial Task force had been nominated by his provincial riding to run for the NDP so we felt he would be in a position to influence a new NDP government should it be elected. Well sure enough the NDP swept into victory and so did our task force member. We now had an elected MLA to lobby within the government. Coincidentally, he was also a good friend, colleague, and racquetball partner of mine from teaching days at New Caledonia. He had served as President of the Provincial faculty organization, CIEA, and hence his initial selection for the Task Force placed him in an influential

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position within the faculty of the Province. Having said all of this, with this MLA's support and the continuing support of the Deputy Minister who continued in his post after the election (more good fortune), it was not too difficult to get quick support from the new government and the plan to enable colleges to offer Associate degrees was read in a speech from the throne in March of 1992. Legislation was passed without a lot of fanfare shortly thereafter in July of 1992.

Now that the Associate degree for Arts and Science academic programs is an available credential at every college in the Province, what are some of the implications of its availability that need to be worked out? Let me mention a few related issues.

OVERHEAD 8: Choose your associates well

Promotion: The government will be participating with the Colleges in a public awareness campaign promoting the availability of the Associate degree. That campaign is now underway (refer to small brochure). Individual Colleges may also be doing some of their own publicity. So far, we have not, in my opinion, done a very good job of promotion.

College Planning: If the Associate degree becomes a sought after credential, more students will choose to stay at a College for second year rather than transferring or choosing not to continue. At our college, 20% of all of our academic courses are second year courses. We anticipate that over time we will have to move many of our resources for first year courses to second year courses to meet the demand. For some of the smaller colleges, new second year courses will need to be developed.

University entrance requirements: The increase in the number of seats at the universities and the colleges continues to lag behind student demand. Consequently, the entrance requirements for students wishing to enter university directly from high school has risen from a C+ standing to at least a B standing. College transfers used to need a C average to transfer after 30 credits and now need at least a C+ average and this value is creeping up to the B range in many faculties. Some predict these values will increase substantially over the next few years as the gap between supply and demand increases. This has raised an interesting public policy issue. The universities have a policy that once a student is accepted into the university they need a C average to continue their studies. However, a college transfer student who has achieved a C average in his or her college studies will not be able to transfer into say third year. We say that is unfair. This matter has been turned over for study to an enrolment management task force set up by the Ministry. One proposal to deal with this

problem is to have the universities give priority access over all other new students to students who hold an Associate degree. The universities have said no to this as they fear that by agreeing, eventually they would have no room to admit high quality students directly from high school. Simon Fraser University has said it will admit college transfer students with an Associate degree ahead of all other college transfer students, even over college transfer students with higher grade point averages but who do not have an Associate degree. Our newest University, the University of Northern British Columbia, has indicated that it may be granting priority access to Associate degree holders. I anticipate over time the Associate degree may well evolve to having some significant status with respect to admission's policies at the universities for College transfer students.

GPA requirements: GPA entrance requirements have and are continuing to increase for all students wishing to enter universities. Transfer students are starting to examine very carefully what courses they will enroll in to maximize the likelihood of them doing well enough to get admittance to university after say two years of full-time study. To some extent this diminishes the attractiveness of the Associate degree with its higher general education requirements than exist at the universities themselves.

Increase in degree granting institutions: During the past three years, four colleges have become what are called university-colleges where students can obtain baccalaureate degrees but the actual degree is granted by one of the three public universities. It is expected that these four colleges will become independent degree granting colleges. As was mentioned above, a new university, the University of Northern British Columbia in Prince George, has also been created. In addition, the Open University is offering degrees to students who are completing most, and in many instances, all of their third and forth year courses at other colleges (refer to our degrees in Jazz Studies and Music Therapy). It is apparent that over the next couple of years B.C. will go from having four baccalaureate degree granting institutions to as many as 11 such institutions. How we are going to manage formal transfer arrangements between all these institutions is not clear. One possibility is to create some form of block transfer for students who have completed the Associate degree. Under such a plan, students with an Associate degree would be assured that with a carefully planned package of courses they could transfer to any one of the provinces degree granting institutions and be able to finish a baccalaureate degree in two additional years of full time equivalent study.

What are the major future considerations with respect to the Associate degree? There are several.

1. We need to create Associate degrees for university programs that are neither Arts or Science but for which students do specialize in their first two years. Programs that come to mind are Commerce, Physical Education, Art, Music, and Engineering.

2. We need to consider whether we should have a Associate of General Studies degree which will be a little more flexible than the Arts or Science degrees but will be equally demanding.

3. We need to consider, and I can tell you that we are now considering, whether or not to expand the Associate degree concept to Career/Technical programs. We chose to first develop the academic degrees in Arts and Science as it was the view of several of us that to propose initially that Associate degrees be offered in the non-traditional academic areas would have been the issue which would have coalesced opposition from the universities and would have likely scuttled the whole deal. One of the cornerstones of the Associate degrees as they are now established is to require a broad range of courses with the intent of teaching general education skills. As you can appreciate, there is considerable resistance from faculty in many Career programs to add more general education courses to their programs especially at the expenses of deleting more specialized courses. Additionally, many faculty do not want to see a provincially determined core set of courses thus removing the autonomy of individual colleges to determine their own curriculum. However, there is strong support for the notion that all students need to acquire a range of specific skills if they are to become successful graduates. So the issue is really one of how best to ensure that these skills will be acquired within any two year associate degree career program.

In any event, at the moment, serious consideration is being given to creating an Associate degree in Business Administration and in identifying the general education requirements and how they should be incorporated into the curriculum. If this proves successful, other degree possibilities in career/technical programs would be pursued.

4. We need to promote the underlying values of a general education which are embedded in the Associate degree so as to encourage the universities to provide more flexibility in their degree requirements. I am delighted to observe that the first success in this area has occurred at UBC which has made quite dramatic changes to its Science requirements which in essence increases substantially the number of elective credits in Arts that student are permitted to take

in each of their four years as well as increasing significantly the number of credits required in the Faculty of Arts (18 credits, up from as low as 6 credits previously.) These changes were managed by their Associate Dean of Science who was one of our task force members. He told me that while they normally have difficulty getting a quorum for their faculty meeting, the meeting that approved these changes had an attendance of 275 faculty out of the 320 eligible to vote! Furthermore, these were the first major changes to the Faculty of Science requirements in, ready for this, 30 years, when the Faculty of Science separated from the Faculty of Arts!

5. Motivating the universities to make the Associate degree available to their students is also a future action that should be considered.

In conclusion, I believe the Associate degree presents a significant new opportunity for the community colleges of B.C. to offer a credential that will become a highly valued from the perspectives of students, other post-secondary institutions, and employers and will help to enhance the role of community colleges in offering quality educational opportunities for students. Thank you for your interest in this presentation and I would now welcome your comments or questions.

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